



HIGH HILLS ELEMENTARY

4971 Frierson Road
Shaw AFB, SC 29152

Grades	4-5 Elementary School	
Enrollment	520 Students	
Principal	Elizabeth C. Compton	803-499-3327
Superintendent	Randolph D. Bynum, Sr.	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

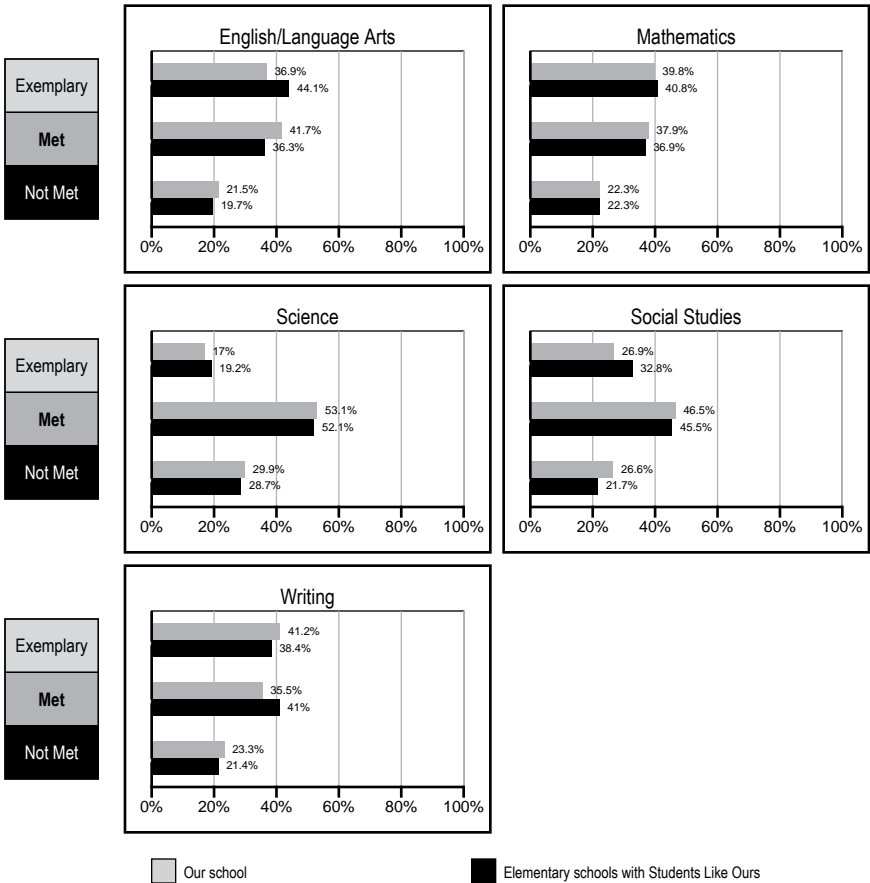
94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	42	40	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=520)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.8%	Up from 0.2%	1.1%	1.1%
Attendance rate	96.5%	Up from 96.2%	96.1%	96.2%
Served by gifted and talented program	23.4%	Up from 20.5%	15.7%	13.4%
With disabilities other than speech	9.0%	Down from 10.5%	4.5%	4.1%
Older than usual for grade	1.7%	Up from 1.1%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	51.9%	Up from 50.0%	60.8%	62.5%
Continuing contract teachers	96.3%	Up from 70.0%	90.3%	88.2%
Teachers returning from previous year	88.1%	Up from 77.9%	88.4%	87.8%
Teacher attendance rate	95.9%	Down from 96.1%	95.3%	95.2%
Average teacher salary*	\$42,856	Up 1.0%	\$46,395	\$46,773
Professional development days/teacher	12.4 days	Down from 18.4 days	10.4 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	26.0 to 1	Up from 23.0 to 1	20.5 to 1	19.9 to 1
Prime instructional time	92.1%	Up from 90.6%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 95.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,400	Down 12.3%	\$6,841	\$7,447
Percent of expenditures for instruction**	57.8%	Down from 62.7%	68.5%	68.4%
Percent of expenditures for teacher salaries**	56.8%	Down from 60.1%	65.9%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

High Hills Elementary, a Title I school, provides students in grades four and five a great place to learn. Our student enrollment is made up of military dependents from the nearby Air Force base and students from the surrounding rural community. We have a highly transient population; however, our school and district personnel, parents, community members and students work together effectively to create a positive and inviting learning environment.

Our teachers use district-wide unit plans which address state standards and provide students with critical thinking and problem solving activities. This year, our teachers have attended a number of workshops, based on Balanced Literacy and Math Solutions. Our language arts teachers are in a literacy class, which offers various approaches to teaching reading strategies. Our mathematics teachers work with the math coach for weekly planning. We continue to utilize educational research and test data to focus on programs that will help increase student achievement. We have an enrichment teacher to work with students in small groups to address our weaknesses in English/Language Arts. Our weekly schedule also includes programs such as Accelerated Reader and computer lab. Child Study, volunteers, and parenting workshops are examples of other programs in place to meet the needs of students at High Hills.

Although our school goal of every child scoring proficient or advanced on the PASS has not yet been attained, our students have made progress in all subject areas. We will continue to utilize research, involve our parents and community members, and focus on appropriate academic planning and instruction to improve the achievement of each child attending High Hills Elementary School.

Elizabeth Compton
Principal

Brenda Witherspoon
School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	209	117
Percent satisfied with learning environment	90.0%	88.5%	94.7%
Percent satisfied with social and physical environment	93.3%	88.5%	91.2%
Percent satisfied with school-home relations	82.8%	88.5%	87.7%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

NI

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%**	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	528	99.6	21.1	41.8	37	86.8	79.4	82.4	Yes	Yes
Gender										
Male	279	99.3	24.5	40.6	34.9	84.7	75.3	78.7	N/A	N/A
Female	249	100	17.5	43.2	39.3	89.1	83.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	199	100	16.8	36.9	46.4	88.3	85.3	88.9	Yes	Yes
African American	268	99.6	25.5	44.9	29.6	84.4	74.8	72.9	Yes	Yes
Asian/Pacific Islander	18	100	13.3	53.3	33.3	100	97.4	93	I/S	I/S
Hispanic	30	100	17.2	51.7	31	93.1	82.7	79.3	I/S	I/S
American Indian/Alaskan	13	92.3	16.7	16.7	66.7	83.3	86.1	83	I/S	I/S
Disability Status										
Disabled	90	98.9	53.9	34.2	11.8	52.6	42.5	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	80.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	352	99.7	24.4	46.6	29.1	84.4	76.7	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	528	99.4	21.8	38.2	40	85.5	80.8	81.9	Yes	Yes
Gender										
Male	279	99.3	21.7	36.5	41.8	84.7	78	79.9	N/A	N/A
Female	249	99.6	21.9	39.9	38.2	86.4	83.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	199	100	17.3	29.6	53.1	88.3	86.3	88.9	Yes	Yes
African American	268	99.3	27.7	43	29.3	81	76.5	71.4	Yes	Yes
Asian/Pacific Islander	18	100	6.7	40	53.3	100	97.4	94.6	I/S	I/S
Hispanic	30	100	13.8	51.7	34.5	93.1	81.9	81.1	I/S	I/S
American Indian/Alaskan	13	92.3	8.3	33.3	58.3	100	91.7	84.4	I/S	I/S
Disability Status										
Disabled	90	98.9	59.2	28.9	11.8	52.6	43.7	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	78.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	352	99.4	26	37.9	36.1	83.1	78.2	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	397	99	29.7	53.2	17.1	70.3	65.3	68.6
Gender								
Male	207	98.6	29.7	50.3	20	70.3	67.3	68.3
Female	190	99.5	29.7	56.4	14	70.3	63.1	68.9
Racial/Ethnic Group								
White	144	98.6	20.9	54.3	24.8	79.1	74.9	80.7
African American	210	99.1	36.9	51.3	11.8	63.1	58.4	51.4
Asian/Pacific Islander	13	100	16.7	58.3	25	83.3	81.8	85.3
Hispanic	23	100	36.4	50	13.6	63.6	68.4	61.6
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	78.6	70.8
Disability Status								
Disabled	66	97	59.3	37	3.7	40.7	31.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	50	60.7
Socio-Economic Status								
Subsidized meals	265	99.6	35.4	50.6	13.9	64.6	60.4	57.3
Social Studies								
All Students	395	98.2	25.1	47.5	27.4	74.9	68.4	72.5
Gender								
Male	200	98.5	26.6	46.9	26.6	73.4	68.3	72
Female	195	98	23.7	48	28.2	76.3	68.6	73.1
Racial/Ethnic Group								
White	153	99.4	17.6	43.4	39	82.4	74.4	81
African American	197	97.5	31.1	49.2	19.8	68.9	64	60
Asian/Pacific Islander	14	100	27.3	54.5	18.2	72.7	86.2	89
Hispanic	21	100	33.3	52.4	14.3	66.7	64.4	69.6
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	81	73.5
Disability Status								
Disabled	69	95.7	52.5	33.9	13.6	47.5	36.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	46.7	69.7
Socio-Economic Status								
Subsidized meals	263	97.7	29.7	49.6	20.8	70.3	64.4	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	269	98.5	22.3	36	41.7	77.7	67.2	73.2	96.5	96.1
Gender										
Male	153	98	24.3	36.8	39	75.7	63	67.2	96.4	96
Female	116	99.1	19.8	34.9	45.3	80.2	71.7	79.4	96.5	96.3
Racial/Ethnic Group										
White	104	97.1	23.7	31.2	45.2	76.3	71.8	81.5	95.5	95.5
African American	132	99.2	24.4	41.2	34.5	75.6	62.7	61.3	97.2	96.6
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	100	87	97.8	96.8
Hispanic	16	100	6.7	26.7	66.7	93.3	83.3	66.7	96.8	96.3
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	60	72.2	94	94.5
Disability Status										
Disabled	46	100	74.4	17.9	7.7	25.6	17.1	26	96	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	76.9	65.7	96.7	97.1
Socio-Economic Status										
Subsidized meals	176	98.9	25.3	40.1	34.6	74.7	62.9	63.2	96.2	95.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	285	99	26.3	38	35.7	73.7
	5	246	100	16.1	38.6	45.3	83.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	263	100	23.8	38.5	37.7	76.2
	5	265	99.3	18.4	45.2	36.4	81.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	285	100	29.3	35.3	35.3	70.7
	5	246	100	25	44.9	30.1	75
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	263	99.6	21	46.6	32.4	79
	5	265	99.3	22.6	29.7	47.7	77.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	285	100	31.6	51.9	16.5	68.4
	5	122	100	24.8	58.1	17.1	75.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	263	99.6	29.8	57.1	13	70.2
	5	134	97.8	29.4	45.4	25.2	70.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	285	99.7	23.8	52.5	23.8	76.2
	5	124	100	24.4	47.9	27.7	75.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	263	99.6	28.2	49.2	22.7	71.8
	5	132	95.5	19	44	37.1	81
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	281	99.3	33.8	37.6	28.6	66.2
	5	249	100	21.2	43.6	35.3	78.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	269	98.5	22.3	36	41.7	77.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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